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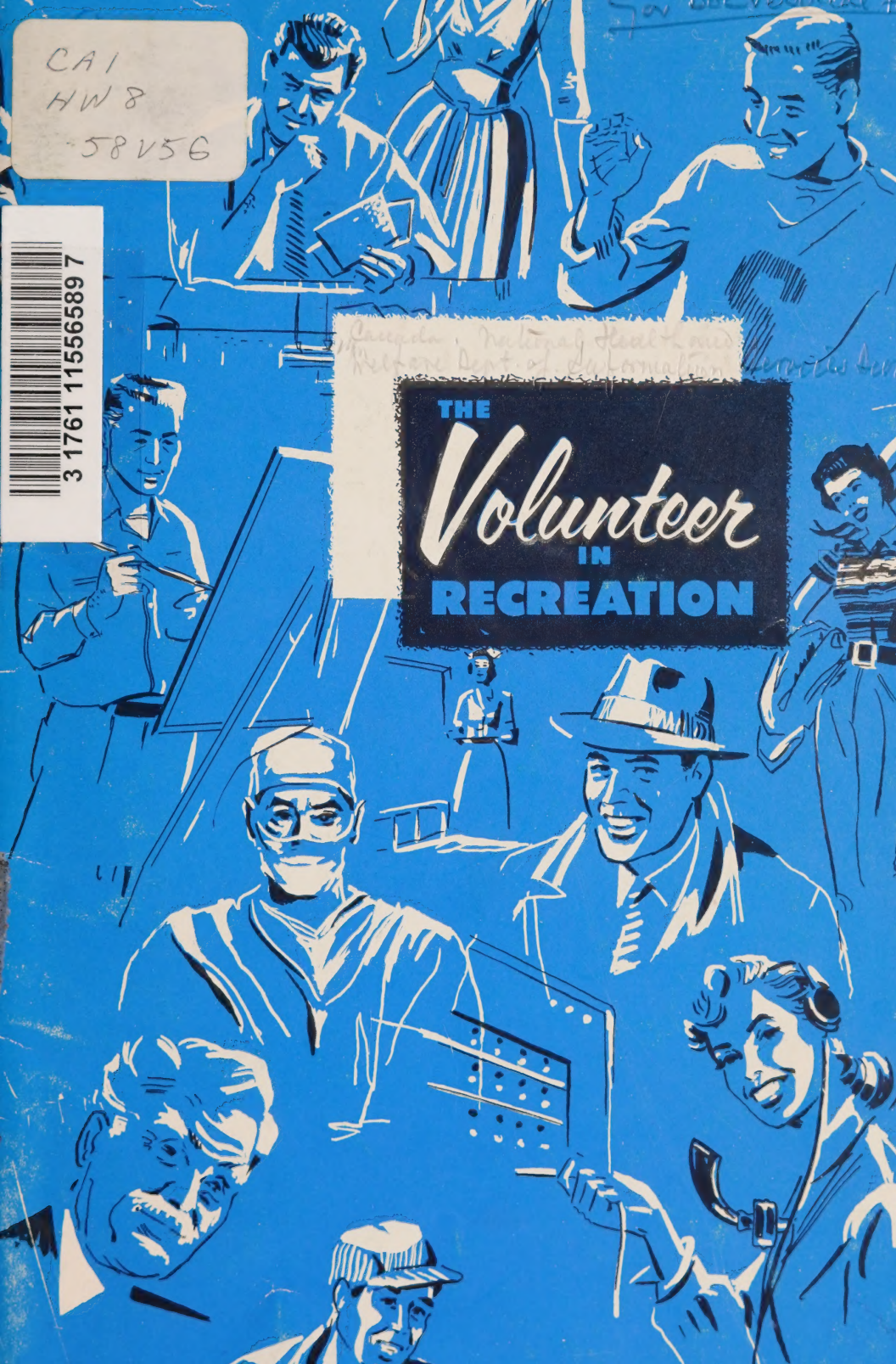
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THE


# Volunteer

IN  
RECREATION





***THE  
VOLUNTEER  
IN  
RECREATION***



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## FOREWORD

Canadians, in a comparatively brief span of years, have made an outstanding success of the "business of living". With our present progress toward economic and political maturity, we can now accept the challenge to develop the "art of living". Individuals intent on self-expression in music, drama, sports and games, handicrafts and fine arts develop within themselves resources, desires and attitudes which keep them creative, free and self-reliant.

Any nation can best be judged by what the people as a whole, not the selected few, do in their leisure. With a minimum of thirty three and a half billion hours of leisure in Canada each year and automation just around the corner, the importance of leisure as a dynamic energizing force, as powerful as steam, electricity and atomic energy is beginning to be realized. Thus it can be seen that the well-being of the community and the country will be greatly influenced by the ways in which Canadians, young and old, use their "off-the-job, out-of-school, away-from-housekeeping" time.

Effective leadership is essential to the success of any recreation programme, regardless of its nature or scope. Every community has competent and interested citizens whose talents and experience can enrich and broaden recreation activities. Volunteer leadership, a privilege of democratic citizenship, fosters and maintains the "grass-root" quality of recreation which is the warp and woof of cultural development. Serving without remuneration, the volunteer receives his reward by seeing the group obtain wholesome satisfactions in and through constructive activity. Thus the volunteer in recreation renders a service to the nation which can be measured only by the improved living it promotes.

## LEISURE FOR LIVING

The rapid growth and development of our country during the past century has made great changes in the lives of Canadians, through improved means of transportation, shorter working hours and thousands of mechanical inventions. Along with this scientific, industrial and social development, increased leisure has made recreation a primary concern.

At the very beginning, let us decide how we intend to use the word "Recreation". A dozen people will likely give a dozen different definitions and they may all be correct. Most of us spend a portion of our time earning a living. That we call "Work". Then some time must be spent each day dressing, eating and performing various essential tasks. For most of the remaining hours we are free to do whatever we choose. That we call "Leisure." Leisure activities which are voluntarily chosen, which are of positive value to the individual and socially acceptable, we call "Recreation."

### INTERESTS VARY

One man may choose to spend his time reading or listening to music while his neighbour spends his free time in his basement workshop. Another person preferring activities of a more social nature, seeks the company of others who share his interest in dancing, playing cards, golf or whatever it may be.

### CHOICES DEPEND ON MOOD

Most of us have many interests and our choice depends on many factors. Sometimes we want to do something active, so we might play tennis. Another day we may prefer to stay home and read or go for a walk alone. Then too, interests change as we grow older so that what we did a few years ago may be of little interest to us today.

### RECREATION IS A WAY OF LIFE

Because we choose our own form of recreation and because we express so much of ourselves through our choice we might say that

"Our Work is our way of making a Living  
Our Recreation is our Way of Living"



## IT'S ALL YOURS

In provinces where provincial legislation places a limit on hours of work the standard varies from a maximum of 44 hours in a week to 48 hours in a week. Hours actually worked, are on the average somewhat less. The average number of weekly hours worked by hourly rated wage earners as reported in September 1955 varied from 36 hours per week in some types of manufacturing to 46 hours per week in some types of mining. The number of hours worked by office workers are on the average shorter than those of hourly paid workers. Sixty percent of office employees in manufacturing firms work  $37\frac{1}{2}$  hours per week or less. It is recognized that children and retired adults, who form a significant percentage of our total population have considerably more leisure than paid workers.

Keeping all this in mind, it is reasonable to assume that, in the main, Canadian workers

- will work 40 hours
- will sleep 56 hours
- will spend 22 hours in eating, personal grooming, dressing and "choring", and
- will enjoy 50 hours of leisure each week.

Since some workers still labour more than forty hours per week and others less than forty, it is fair to say that the amount of leisure now available for each worker will vary from 20 hours to 60 hours per week. If we use the median figure of 40 hours per week as roughly representative of the population as a whole, Canadians have more than 33,250,000,000 hours of leisure per year.

Each year, through medical research and the extension of health services, life expectancy is increasing. New machines and gadgets "save" time and thus increase our "free" time. The working week may become even shorter than it is today. Leisure is on the increase. "Free" time is no longer "spare" time. There is so much of it.

There is another important factor to be considered about the changing pattern of work and leisure. For most of us, work is becoming more and more specialized and is demanding fewer of our capabilities. Hundreds of thousands of Canadians today are doing work which requires almost no mental or creative ability. Hundreds of thousands of others are in jobs where they use very little physical

energy. Therefore, we not only have more leisure due to the 40 hour week, but we have vast amounts of unused energies and abilities which must find expression if we are to enjoy life fully.

## LEISURE—ASSET OR LIABILITY

Increased leisure offers us opportunities undreamed of by previous generations. About a hundred years ago, it was not uncommon for a man to work twelve hours a day, six days a week. Even children had little time for play. For the majority, there was neither time nor energy left for reading, sports, hobbies and the social activities which we now take for granted as a normal part of life. People lived what we would consider a limited life.

On the other hand, we hear a lot today about the problems created by this increased leisure. Leisure is time and time cannot create problems. We, however, can create problems for ourselves and our fellowmen. If the individual tries to "kill" his free hours, seeking excitement and looking to others to entertain and amuse him, he will certainly become bored and frustrated, and perhaps unhappy, even seriously ill. A community or a nation composed of such individuals is threatened with disaster.

Today, much concern is felt about the peaceful use of atomic energy. But let us look at leisure. The combined creative energies of the people of Canada is an equally dynamic force. Sixteen million Canadians have more than 33 billion hours of leisure per year. The constructive use of this incredible force should be a major concern of all responsible citizens.

To the very common complaint "I haven't the time", someone once remarked "you have all the time there is". We may not have all the time there is, but do we make the best use of what we have or do we allow the mechanics of living to take up too much of our time? Each individual decides for himself whether he will spend it in ways which lead to boredom and unhappiness or whether he will use it creatively in ways which bring lasting happiness and satisfaction.

## TIME FOR FUN

The word "entertainment" is as difficult to define as the word "recreation" but we cannot consider the subject of man's leisure without reference to those activities which today occupy a large

proportion of the time of a majority of people—namely movies, television, radio and the many other forms of commercial entertainment.

While the recreation leader usually has no part in the administration of this type of entertainment, it is mentioned here since it plays a large part in the leisure activities of the people about whom he is concerned.

Entertainment has become an industry and ranks today with the biggest business interests in our society. Entertainment partly satisfies the need for relaxation and fun. "A little nonsense now and then is relished by the wisest men". There is much truth in this old saying. While the "wisest" people recognize the need for amusement they know that "a little" of it "now and then" is sufficient.

To condemn all entertainment as harmful is unrealistic. It has a definite value but the danger today is that with so much of it so easily available, and requiring so little effort on the part of the participant, the opportunities for more creative activities which demand effort will be bypassed.

Leaders should recognize the value of entertainment in their programmes but should also be aware that the value is limited. For example, moving pictures can be a great asset to a programme but should not be used, as they frequently are, because "it's the easiest way to keep a bunch of kids quiet".

"Keeping kids quiet" is not one of the objectives of recreation and is not a means of helping them learn to live a happy and creative life.

## LEARNING HOW

Why, one might well ask, with time and opportunities so plentiful, do people not make better use of this leisure for which they have striven so long. A large part of the answer lies in the simple fact that they don't know how. Today's farmer learns skills which equip him for success in farming and the tradesman knows "the tricks of the trade". So it's not surprising that people need to acquire skills which will enable them to enjoy their leisure.

A single activity can rarely satisfy the many needs of an individual. Wholesome seasonal activities, some indoors, others outdoors, require a variety of participation skills.



The old phrase "like a fish out of water" very aptly describes the person deprived of his favourite form of recreation if he has no other activity to fall back on. The poet who said "the world is so full of a number of things, I'm sure we should all be as happy as kings" might have added that indeed, we would be happy if we would learn to appreciate and participate in seasonal activities chosen from the infinite variety which life offers us.

Recreational skills, which are essential to the full enjoyment of life, must be learned, they are not instinctive. Small boys "learn" from bigger boys how to hold a bat and how to pitch a ball. Little girls are shown how to knit or to cook. Big sisters teach younger brothers to dance. But it is not as simple as that. While leisure has been steadily increasing, its skilful use has not. Too few adults today possess a variety of recreational skills. In addition, homes are smaller and all too often there is no space for recreation either indoors or out.

Today learning to participate is vitally important to the individual and to the community and can not be left to chance.

## HELP WANTED

The need for leadership in recreation is neither unique nor recent. It was recognized many years ago by men and women with vision, imagination and an unselfish interest in the welfare of others. These people, too numerous to mention, were the first volunteer leaders. They were the pioneers of what is today called the Recreation Movement. As the need for leadership grew with the ever changing society, it became necessary to train people for full time employment in the recreation field and so the recreation profession was born.

At the present time, we have many of both kinds of leaders—the professional and the volunteer. Successful community recreation programmes depend on the close co-operation of the two and on an understanding of the unique function of each.

The professional leader is an organizer, an advisor and a source of help to the volunteer. The volunteer leader is the person who assumes the direct leadership of a community group, assisting the individual participants to develop the skills necessary to a rich and meaningful life.



## REFERENCES:

*Off The Job Living* by G. Ott Romney, A. S. Barnes & Co., N.Y., 1945, \$2.75. A very readable book about the necessity of recreation to the individual in modern society.

*Recreation and the Total Personality* by S. R. Slavson, Association Press, N.Y., 1946, \$4.00. A psychological interpretation of recreation explaining the need of each individual for some type of group recreation.

*Recreation*—A magazine published monthly except July and August by the National Recreation Association. Canadian subscription \$4.50 per year. Outlines philosophy and modern trends in recreation through editorials and articles. Also contains recreation news, book reviews and practical programme material.

## VOLUNTEERS IN A FREE SOCIETY

Voluntary community organizations are not new in Canada. They are, in fact, as old as the country itself. The great increase in the number and variety of volunteer organizations concerned with the health, education, physical needs and spiritual welfare of the people of Canada is notable. The modern service club project could be compared with the barn raising which originated in pioneer times. In both cases, a group of citizens band together, voluntarily, to perform some needed community service.

When people accept a responsibility to the community, without compulsion, they are demonstrating their belief in democracy and helping to protect it. The French philosopher de Tocqueville said that the health of a democratic society could be judged by the quality of work done by voluntary associations. To this great truth we could add that the effectiveness of these organizations as a force for strengthening this free society, is dependent on the quality of leadership contributed by their members.

Great national leaders do not arrive suddenly on the scene, as if by magic, to assume major responsibilities for affairs of state. They come from their own communities, rural and urban, large and small. They rise from the ranks of the hundreds of average men and women who care enough about what happens to people to undertake the guidance and direction of a voluntary group dedicated to making their community a better place in which to live and work. Citizens of a free democracy not only have the right to organize themselves for the betterment of society but they have an obligation to do so.

## VOLUNTEERS IN RECREATION

Almost everyone can assume some leadership role and all those contributions are needed no matter how insignificant some may appear. There are countless ways in which we may serve as volunteers. For example we find volunteers coaching sports teams, directing drama groups, teaching arts and crafts, leading clubs, serving as officers of organizations and as committee members.

The recreation volunteer is anyone who devotes a portion of his leisure to the organization or operation of recreational activities

without remuneration. Small honoraria may be accepted to defray out-of-pocket expenses but in no case should this be confused with payment for "part-time" employment.

## THE VOLUNTEER IS ESSENTIAL

The volunteer leader in recreation is not only important—he is essential. Volunteer leadership is possible only in a free society and our freedom can exist only in proportion to the amount of responsibility we take voluntarily. Modern society has become a complex organization. Many services which were, in more primitive times, the responsibility of the individual, have had to be delegated to a central authority, a commercial enterprise or another individual. It is obvious that the home cannot, as it once did, assume the function of school, factory, hospital and every other human organization on which we depend. Today we specialize and pay for services performed by others. The danger is that we do not always realize that some responsibilities cannot be delegated without the loss of freedom.

We cannot hire people to fulfil our obligations to our friends or to our community. We can hire people to advise and assist us but we still have an obligation to give voluntarily of our time and talents as well as of our money. A free society cannot function without volunteer leaders.

## THE VOLUNTEER GIVES BUT HE ALSO GETS

Probably no one ever becomes a leader for his own personal satisfaction, but any leader will tell you that he gets far more out of the job than he puts into it. We have all experienced that happy feeling which results from helping another person—even in a very small way. Forgetting oneself in serving the community brings one of life's greatest satisfactions.

Every leader will have discouragements and disappointments. No leader is successful all the time. But it is true to say, that few fields of human activity are so rich in rewarding experiences for the volunteer as is Recreation.

We rarely find our rewards in public acclaim. But no public acclaim can warm the heart as can the certain knowledge that through your efforts the "golden years" of the lives of your community's senior

citizens are now rich and meaningful, or that the teenagers in your town are actively engaged in constructive activities rather than less desirable ones, or that the children in your neighbourhood are acquiring skills which will make them happier and healthier men and women.

The job of the leader in Recreation is significant to the future of our whole democratic society. It follows, therefore, that the satisfaction resulting from such a job well done, can seldom be equalled and never surpassed.

## LEADERSHIP IS A PRIVILEGE

Just as we consider personal freedom a right of the individual in a democratic society, so is leadership both a right and a privilege. It should be realized that rights are lost if not used and privileges can be retained only when the obligations which go with them are accepted.

Some people are what we call "born" leaders, they are followed. Without any effort, without learning special skills, they attract and influence others for good or bad by the magnetism of their personalities. Since these people are specially gifted they therefore have special obligations. There are several pitfalls which these natural leaders should guard against. They lead almost unconsciously and although they can guide others into channels of constructive activities, they can just as easily wield a negative influence. Frequently the natural leader becomes mediocre because he relies entirely on his talents, trusting to luck instead of improving his techniques and skills.

It often happens that a person with natural leadership ability is overshadowed by a less talented volunteer who had to work hard to acquire his skill. While a natural aptitude is a distinct advantage, no one should be discouraged from attempting group leadership because he does not possess a magnetic personality. Leadership can be learned.

## HOW CAN I GET STARTED?

In almost every community, no matter how small, there will be some form of organized recreation. Most organizations are asking continuously for help. *Volunteer* your services. If you live in a larger



community there will be many organizations which need more leaders than they now have. Study the possibilities and choose the organization which interests you most. If you have no experience and lack confidence, start with a small job and you will learn as you work.

Or, you may see a need in your community which cannot be met by any existing organization. It might be a need for a particular activity—e.g. a music appreciation group—or it might be a need for a particular group—e.g. handicapped children. Why not start something yourself? Every human organization had its beginning in the mind of someone. If the need is there, and you are enthusiastic about it, you can convince two or three others and you already *have* got started.

Whatever your plans, or your problems, you can get help, from many sources, as is explained elsewhere in this booklet.

## WHO CAN VOLUNTEER?

### WHAT SORT OF A PERSON CAN LEAD?

Many writers have listed the essential qualities of a good leader. Usually they describe an almost perfect human being. Do not be discouraged if you don't have every desirable characteristic of man to be found in the dictionary. Of course, the more of these qualities you possess the less you will have to learn and the easier your job will be. All outstanding leaders lack some of the so-called "essential requirements for leadership".

If you like people, if you are interested in them and feel enthusiastic about the idea of helping to make other people happy—then you have the most essential quality necessary for good leadership. Other elements of leadership can be learned or acquired if you have a deep and sincere interest in people and their well-being.

All through this booklet we are concerned with leadership in the Canadian community. If your work as a leader is to contribute to a better community as we understand it in this country, then it is also essential that you, the leader, understand, believe in and apply the democratic principles which are the basis of our way of life.

As you continue to lead you will need increasing skills and knowledge. What is important is that you maintain an attitude of willingness to learn. We never get past the stage of needing the help of others. To ask for advice or assistance is a mark of experience and mature judgment.

It is important to you personally and to your group that you be conscientious and reliable in carrying out the responsibilities which you have undertaken. You may be sure that there will be times when this involves personal inconvenience and sacrifice but having faced this possibility before you accept the job, you should perform your duties cheerfully.

The volunteer's personal recreation is important too. If you accept too many leadership responsibilities you cannot fulfill them adequately. Let us suppose the volunteer has the average home and work obligations as well as needs for his own self-development, then

one group each week would be all he could undertake to lead successfully. Too often the volunteer recreation leader takes on too much, partly because he feels no one else can do the job, as well. Remember that while everyone's contribution is needed, it is better to lead one group successfully than to do a less skilled job with a larger number.

## WHAT DOES A LEADER NEED TO KNOW?

You will need a minimum degree of skill for the particular job you have undertaken. For example, if you have been elected chairman of a committee you will have to learn how to conduct a business meeting, or if you have volunteered as a drama leader, you will need to be familiar with the requirements of acting, stage management, and the like.

You will also need some knowledge about the broad aims and objectives of recreation, about people in general, about the people in your group, about the organization in which you are working. Most important of all, you will need to know where you can get help when you need it.

A good leader is constantly acquiring more skill and knowledge through

- ... Experience. We learn as we lead if we are willing to learn.
- ... Study and Reading. Suggested references are given in this book. Many others are available through your local and provincial recreation departments and your public libraries.
- ... Training Courses. Most provinces, municipalities and operating agencies provide opportunities for leadership training. Contact your local and provincial recreation agencies.

## THE LEADER'S JOB

When we think of a leader's job we are apt to think of his performance with the group. When we say "Mr. Brown is doing a wonderful job with that group of boys" we tend to think of the actual programme he is conducting.

The direction of programme activities is the leader's job, but it is not his whole contribution. It is rather like the visible third of the

iceberg. It is the part we can see, but the larger part is beneath the surface—it is not apparent to the casual observer, but without it, the activity would collapse.

This larger invisible part is what happens “before” and “after” the group activity.

## WHAT HAPPENS BEFORE IS CALLED PLANNING

Planning is not only deciding and checking mechanical details such as time, place and date of an event or activity. It is studying the group—its needs, its interests, its background, its environment. It is studying programme possibilities—their values, their suitability, their adaptability, their demands. It is selecting the best activity to fit the need and then making necessary arrangements to cover all possible contingencies and emergencies.

## WHAT HAPPENS AFTER IS CALLED EVALUATION

Evaluation is discussing, with yourself and with the group, and deciding as well as you can where the programme succeeded and where it failed and how it can be improved in the future. Evaluation is the first step in planning future programmes.

When you are evaluating what has been done you will take many things into consideration and look at the programme from many viewpoints.

1. Did it satisfy the participants—Remember that a group of people is not a single mass but a number of individuals—each with different needs and interests even though they are taking part in the same activity.
2. Did it achieve the purposes the leader had in mind?
3. Did it further the general aims of the organization?

*“Careful Planning results in Good Programmes*

*Thorough Evaluation results in Better Programmes still.”*

## A FEW POINTS TO REMEMBER

1. Entertainment is only one small aspect of Recreation. Accordingly the Recreation leader seldom plays the part of Entertainer.



2. One of the Leader's main jobs is to develop leadership in others. Therefore, much of the time his leadership will be "invisible" and he will become more and more dispensable to his group.

This is important not only to the group member or members concerned, but to the future of the organization and the whole recreation movement. It would be well for leaders to think of themselves as holding temporary positions, ready to turn over the responsibility to the group itself, bit by bit, as the group becomes capable of assuming its own leadership.

3. While a leader must have a great interest in the members of his group, he must guard against becoming too involved in their personal lives. He may counsel and advise in areas where he is experienced and trained but persons with serious problems should be referred to appropriate sources for help.
4. Maintain high standards. While activities should supply fun and relaxation they must provide lasting satisfactions. There is no fun in sloppy performance and no real satisfaction in half learning. An organized programme under poor leadership is worse than no programme at all.
5. The most powerful tool the leader has is Himself. Therefore, he understands, believes and carries out in his own life the principles of good recreation.

*The Leader must set an Example*

## REFERENCES

*Leadership of Youth* by Ben Soloman, Youth Service Inc. 1950 \$3.50. A definition of leadership principles, qualifications and techniques of value to leaders of all age groups.

*Some Leadership Do's* by Ethel Bowers, National Recreation Association 25c—a pamphlet describing leadership qualifications and tips for leaders in planning a programme.

*Leadership Pamphlets* published by the Adult Education Association U.S.A., 1955, 60c each. #3 *Taking Action in the Community*—A valuable help for those who want to get something started in the community. #4 *Understanding How Groups Work*—A collection of articles of help to the leader who is concerned about making a committee or study group more effective.

## PEOPLE COME FIRST

Without people, there would be no need either for Recreation or for leaders. Almost too obvious to mention, it is a principle which leaders often appear to forget. Sometimes leaders put themselves first, sometimes the activity, sometimes the organization. Often facilities and equipment get more care and consideration than the people for whom they were provided.

Examining our immediate reactions to incidents is one way of determining what we are putting first. When a small boy deliberately throws a stone through a window—do we first think of the cost and trouble involved in having it repaired, or do we think first of the child and his problem? When our team loses or wins a final game, are our first thoughts about the reputation of the club, the reputation of the coach or the effect on the players?

### GOOD LEADERS PUT PEOPLE FIRST

The success or failure of your efforts as a leader is measured by examining what is happening to the people you are leading. Visible results of your programme—large attendance, trophies won, money raised—are all significant but they can so often blind us to the fact that the individual participant is not getting very much, or even possibly is being harmed. Keen observation of the development of the individual members of your group and constant, thoughtful evaluation will help to achieve desirable results.

### WHAT MAKES PEOPLE "TICK"

Ability to work successfully with people is based on understanding. You, as a leader, must have a general knowledge of "what makes them tick". Fortunately for leaders today, a great deal is known and much has been written on this subject. It is not possible here to do much more than refer to reliable sources.

You cannot be expected to become a specialist in the field of psychology but you should know, in general, the basic needs of all people, particularly needs related to personality development. Recreation provides an opportunity for the satisfaction of many of these, such as the need for social acceptance, self-expression, and physical growth.

























When one or more of these needs is thwarted, individuals express their frustration in very different ways. One person becoming shy and timid, withdraws. Another behaves like a bully. The leader must be able to recognize the more obvious deviations from normal behaviour in order to help the individual concerned find socially acceptable ways of adjusting to the group.

## KNOW YOUR OWN GROUP

As we develop from early childhood through to old age, our needs and interests and behaviour change. Each leader must make a special study of the particular age group with which he is working. Your experience with teenagers will be of limited value should you volunteer to help with a children's playground programme or a club for senior citizens.

## KNOW YOUR COMMUNITY

While people of all lands, at all times, have the same basic human needs, specific needs and interests vary from time to time, from country to country, from one part of a country to another and even from one end of a town to another. As we all know man is affected very greatly by his environment. Therefore, it is essential that you know your community.

Just as it is necessary to understand people in general, you must also understand what makes your community what it is and how its effects, good, bad and indifferent are reflected in its members. Each community has its own "language" and you must learn that language if you want to communicate successfully with its citizens. This is important for anyone living in a community but it is essential for a leader.

Planning a programme and trying to carry it out without regard to the traditions, the customs, the prejudices, the needs and interests of your community will result in failure ranging from frustrated plans to complete disaster. Two true examples, one trivial and one serious illustrate this point.

One leader planned, at great expense and trouble, an afternoon programme for the neighbourhood children on the playground, without knowledge of the simple fact that all the children in that particular area had afternoon naps. Only one child turned up.



Another leader promoted a big social event for the whole community. He made one mistake. He chose a day for the event which also happened to be a very solemn church holiday for a large percentage of the residents of that same community. The event was not a success and this mistake was costly to the leader.

Gaining a knowledge and understanding of your community will be more difficult if you are working in one with a complex social structure, especially if you have not lived there long. On the other hand, we often take for granted the apparently simple and familiar without really understanding much about it.

Whether your community is small or large, rural or urban, industrial or residential, prosperous or otherwise—get to know it as well as you can if you hope to make a contribution to it.

## REFERENCES

*Leadership of Teenage Groups* by Dorothy M. Roberts, Association Press 1950. \$3.00. What sort of a person the teenager really is and how to plan programmes for the needs of this age group.

*Helping Older People Enjoy Life* by James H. Woods, Harper & Bros. N.Y. 1953. \$2.50. The needs and interests of older people and how recreation can fill these needs. Excellent practical help in planning programmes.

*So You Want to Help People* by Rudolph M. Whittenberg, Association Press 1947. \$3.00. A mental hygiene primer for group leaders, the importance of the leader as a person with needs, the needs of the group and the points at which they meet. Much of the knowledge of the specialist put into terms which are meaningful to the volunteer leader.

*Youth Leaders Digest* published monthly except July, August and September by Youth Services Inc. \$4.00 a year. Excellent articles on many subjects pertaining to youth and recreation with emphasis on the teenagers nature, problems and potentialities.



## CITIZENS' COMMITTEES

In Canada, many different kinds of organizations are providing recreational opportunities—churches, schools, the armed forces, voluntary agencies, business and industrial firms, governments at all levels, as well as individuals and groups of individuals. This variety, which allows for freedom of choice is characteristic of a democratic society and is to be cherished and preserved. The best way to preserve it is to work together.

When several groups in one city, town or neighbourhood are sponsoring recreational activities, better results can be achieved when there is close co-operation among the organizers. Without co-operation and co-ordination, there will almost surely be unnecessary overlapping of services, conflict and confusion.

A Committee composed of representatives from operating organizations meeting when necessary to discuss common problems and seek a co-operative solution can be most effective. Each member organization retains its own name, its own objectives and policies and its own programme. It loses nothing. It gains a great deal and the whole community is better served. Sometimes an organization is fearful of joining such a committee lest its own interests suffer. There is no ground for these fears as membership or withdrawal of membership is voluntary and the committee has no authority over its members.

Such a committee can

- ... Survey the existing opportunities and facilities of a community and assess the unmet needs of which some organizations may be unaware.
- ... Prevent wasteful duplication of services by sharing information and plans.
- ... Undertake joint projects such as training volunteers.

### MAKING COMMITTEES WORK

"The committee method" is generally recognized and approved as a desirable way for organizations to operate. Committees may be voluntary, appointed or elected, large or small, formal or informal, temporary or permanent. The committee has become such an accepted way of getting a job done that we often act on committees without realizing it. When someone asks you to "have a cup of coffee

with us and help us decide where to have our office Christmas Party” you are being asked to serve on a committee. Committees can also be very formal, composed of outstanding citizens dealing with serious matters which affect the life of the whole community. There are as many kinds of committees as there are problems to be solved.

It would be difficult to imagine any recreation leadership situation where the committee method was not needed. It is one of the leader’s commonest and most effective tools, and a good leader must learn the important skill of working with committees.

The successful accomplishment of a group project is, both for members and leader, one of the most thoroughly satisfying experiences we can have. While most leaders know this, many avoid committee work as a “waste of time” or “more trouble than it is worth”. How often we hear a leader say “I can do it faster by myself—the committee spends hours and never gets anything done”. Members, too, frequently look on committee meetings as unnecessary. Often committees which start out enthusiastically cease to exist, except on paper, after a few unproductive meetings.

*If you want to make Committees more effective—*

- Put the right people on the right committee.
- Don’t use the same people on every occasion.
- Keep committees small and if the situation requires it, co-ordinate them through a steering committee composed of committee chairmen.
- Give the committee a specific assignment which it can reasonably complete. Committees faced with a task holding little hope of accomplishment, become frustrated and cease operating.
- Give the committee a job which is challenging or members will lose interest.
- Make sure members are notified well in advance. Have meetings start and end on time.
- Give everyone a chance to participate in the discussion. Don’t let meetings turn into an argument between two or three of the more vocal members.

Committee work is a voluntary activity and should provide satisfactions for participants as should all forms of recreation. A committee is not only a means to an end but a valid activity in its own right. The time you spend learning about how groups work and about how to work with groups will be well spent.

## REFERENCES

*How to Work with Groups* by Audrey and Harleigh Trecker, Womans Press 1952 \$3.00. A valuable guide for the committee members, it deals with leading discussions, conducting business meetings, how to know your group and how to deal with common problems of groups.

*Recreation for Community Living* by Participants in National Recreation Workshop published by The Athletic Institute 1952 \$1.25. The significance of recreation in the life of the community, relationships of community organizations and agencies, guiding principles for planning. An excellent reference book for the leader.

*Guide to Community Action* by Mark S. Matthews, Harper & Bros. N.Y. 1954 \$4.00—a source book for citizen volunteers. Procedures for developing community organizations and plans for a wide variety of programme activities with a detailed bibliography and lists of resources.

*Society, Democracy and the Group* by Alan F. Klein, Women's Press, N.Y. 1953 \$4.75. The leader's relationships to the group, to the committee, to delegate councils, to mass activities and to citizenship education.

*Adult Leadership*—a magazine published monthly except July and August by the Adult Education Association, U.S.A. \$5.50 per year in Canada. Articles dealing with all phases of human relationships, particularly applicable to adult groups. Book reviews and resource lists.

## EVERYBODY PLANS

Some understanding of the general principles of recreation and volunteer leadership is necessary if the job you are doing or planning to do, is to be meaningful and productive. Equally essential is a knowledge of the many specific details which are important parts of a leader's total responsibility.

Before your first meeting with the group, find out everything you can about the job you are expected to do and about the group itself. If the previous leader has kept records and if you can discuss the job with him, your task will be fairly easy. Some of the questions you will want answered before you begin are:

- : Where, at what time and how often are meetings held?
- : Who is responsible for opening the building or room, and for locking up?
- : What equipment is available and what is the policy of the organization about damage, loss, and purchasing new equipment?
- : What has been the programme of the group up until now?
- : What share of the planning have the members taken and how much do they expect of the leader?
- : What problems exist and how are they being handled?

## WHAT'S ON THE PROGRAMME

Your first meeting with your group may vary from finding yourself suddenly alone with two or three hundred boisterous children, to being introduced formally at a special event for which you have no responsibility. You should find out what form your initiation will take and what will be expected of you, and then prepare accordingly. This first meeting is of great importance as it sets the tone of your future relationship with your group. Remember that you are the leader right from the start but try to strike a balance between the attitude "I'm the boss around here now" and one of complete inactivity. Your approach should be warm, friendly and informal but firm enough for the group to feel confidence in you.



The extent of the leader's share of the planning depends on the situation. This may be done by a committee or you may have to do it alone. Frequently planning is done by the members of the group, the leader being called upon for occasional suggestions. In any case, the leader will need to have a general plan for the season before he goes to the first meeting. Thus he has an idea of what he may expect the group to accomplish by the end of the season. A large part of the first meeting will probably be spent discussing the season's plan, the group making suggested changes and additions.

Each meeting can then be planned so that the group progresses step by step toward the objective. Of course, these plans should be flexible and the leader must be ready to make changes to meet emergencies or unexpected situations. Even though plans must be altered from time to time, the importance of planning for the whole season in advance cannot be overemphasized.

## HERE'S HOW

Now that you know what you are going to do, you must decide how to do it and make the necessary arrangements. *Write* down a list of everything you will need and make sure materials and equipment are available when you want to use them. Leaders have been known to start teaching a paper and pencil game only to discover that they had forgotten the paper and pencils. Check mechanical equipment in advance. If you plan to show a moving picture, be sure the projector is in running order. You may find out that you need a longer extension cord or a new fuse. Don't get the group all set for a sing-song and then begin to look for song sheets.

Have alternative plans ready in case of unforeseen circumstances, especially when there is a possibility of something going wrong. For example, there is always a chance of rain spoiling plans for an outdoor event—or what is worse, rain starting when you are part way through your programme. Sometimes a speaker is unavoidably late, or a movie you had ordered is not available at the very last moment. Certainly no one can foresee every emergency but leaders should be aware of the many ways in which plans can be upset and they should be prepared to handle the unexpected. Successful leaders prepare one or two emergency programmes and hold them in reserve until needed. Accordingly, they are never caught unawares.

**Confirm arrangements.** This will save you agonizing moments. If you have invited a guest speaker or entertainer, phone or write a day or two before the meeting to confirm the date, the time and the place. Be at the meetings early enough to check all details so your mind is completely at ease and you are free to devote all your attention to the needs of the members when they arrive.

In planning special events for large numbers, minute details assume great significance. Failure to make provision for a few obvious physical factors can easily ruin an otherwise good programme. Among other things, success depends on:

- : Arranging to have adequate checkroom facilities
- : Providing sufficient seating accommodation for the maximum number which may attend
- : Devising a plan whereby refreshments are served quickly.

When people are uncomfortable, unable to see or hear what is going on, or are kept waiting in line to use checkrooms or washrooms, they do not enjoy the programme, however good it may be. Every experienced leader has seen at least one “flop” which could have been avoided easily by efficient preparation.

## RECORDS PAY FOR THEIR KEEP

Even if you are not required to keep records, it pays to do so for your own satisfaction. The type of records you keep will depend on the use you intend to make of them.

Programme records are essential in planning future programmes and in preparing reports. Keep an account of each week's programme and a record of the group's reaction, as well as your own suggestions for improvements. Write reports as soon as possible after meetings while your impressions are fresh and your facts accurate.

Attendance records are interesting for statistical and publicity purposes and will show you very quickly whether you are holding or losing the interest of the members. Unless your group is very small, you will need attendance records to keep track of individuals who have missed more than one or two meetings. It is important for you to know why people are absent. Talking with these absentees often gives you valuable information about improving your programme or your leadership methods. When people are absent through illness or misfortune your interest is appreciated more than you may realize.

## THE CHOICE IS YOURS

Since the number of recreational activities is limitless, no attempt is made here to list them. The following classification of activities into types is arbitrary, as most activities could be placed in more than one group. Square dancing, for example, could be considered either as a dance or as a social activity. There is no particular significance in the classification used here beyond that of convenience.

The books suggested in each section have been selected for the volunteer leader. No attempt has been made to provide either a complete reference list or a bibliography for the professional worker. The volunteer is referred to the Public Library and his Provincial Recreation Department for additional reference material. The Canadian Almanac and Directory, available in public libraries, contains a list of publishers, most of whom will provide a free catalogue on request.

Several provinces have recreation departments which provide programme and consultant services, leadership training courses, libraries of books and visual aids, all of which can be made available under certain conditions. Municipalities having an established recreation authority, are able to provide information about provincial services and frequently offer services themselves.

Information about visual aids, such as films, film strips and loop films is available from local film councils, provincial film libraries, Provincial Recreation Departments and the Fitness and Recreation Consultant services, Department of National Health and Welfare, Ottawa. Catalogues and supplements entitled "Here's How to Do It" which describe the visual aids held in the Fitness and Recreation preview library are available from Provincial Fitness and Recreation offices and from the Department of National Health and Welfare. Information can also be obtained from the National Film Board of Canada, and the Canadian Film Institute, 142 Sparks Street, Ottawa.

For information concerning specific activities, the volunteer is referred to the national association organized for the promotion of that particular activity. Frequently these organizations, a list of which appears in the Canadian Almanac, have provincial and local branches. In addition Provincial and Local Recreation organizations can frequently provide such information.

## ARTS AND HANDCRAFTS

This group includes any activity where the individual uses his hands and some sort of material to create something which to him is an object of beauty or usefulness. Whether it be a sand castle or a piece of sculpture, dolls' clothing or dress designing, crayoning or oil painting.

### REFERENCES

*It's Fun to Make Things* by Parkhill and Spaeth. A. S. Barnes 1941 \$2.75. Includes very detailed instructions for making useful articles from inexpensive and often discarded materials. For leaders of children's groups.

*Handicraft* by Lester Griswold. Prentice-Hall 1951. A comprehensive text \$4.15 covering major types of crafts such as weaving, leatherwork, woodwork, metal work, ceramics and others.

*School Arts* published ten times a year. Wm. Dawson Subscription Co. \$5.00 a year in Canada. Articles on all phases of creative handicrafts and arts such as ceramics, paper sculpture, basketry as well as fine art.

## DANCE

Creative modern dance, ballet and the like, have a place in the recreation programme but volunteer leaders for these activities should possess special qualifications. On the other hand most volunteers can give leadership to dance activities such as folk, square and round dancing, musical games and mixers.

### REFERENCES

*"Good Morning"* by Mr. and Mrs. Henry Ford, National Recreation Association 1951 \$1.25. Old time dances with music, calls and figures.

*Musical Mixers and Simple Square Dances* National Recreation Association 50c. One of the Party Booklet series contains mixers, group and couple dances and square dances.

*Scandinavian Dances* Books I and II by Helen Bryans and John Madsen, Clarke, Irwin & Co. 1942. \$2.00 each. Each book contains music and descriptions of 35-40 folk dances.



### *The Folk Dance Library*

- I. The Teaching of Folk Dance
- II. Folk Dances of Scandinavia
- III. Folk Dances of European Countries
- IV. Folk Dances of the British Isles
- V. Folk Dances of the United States and Mexico

Joint authors—Anne Schley Duggan, Jeanette Schlottmann, and Abbie Rutledge; publisher A. S. Barnes & Co. New York. Each book contains music, descriptions and suggestions for teaching approximately 30 dances.

*Folk Dances & Singing Games* by Elizabeth Burchinal, B.A.

- I. American Country Dances
- II. Dances of the People
- III. Folk Dances from Old Homelands
- IV. Folk Dances of Denmark
- V. Folk Dances of Finland
- VI. National Dances of Ireland and others.

Published by G. Schirmer, Inc., New York; available through music stores.

## DRAMATIC ACTIVITIES

Dramatic activities can range all the way from an impromptu game of charades to a full scale production of a Shakesperian drama. Puppetry, minstrel shows, and story telling are but a few of the infinite variety of dramatic activities.

## REFERENCES

*Dominion Drama Festival* 29 Cartier Street, Ottawa

*Prelude to Performance.* A guide to organization and direction in play production. 25c.

*Simplified Staging* Detailed information on stage settings for small halls. 35c.

*Simplified Stage Lighting* Illustrates how different lighting effects are achieved. 35c.

*Theatre Arts Series* Five three-panel leaflets on aspects of play production, costume, direction, make-up, organization backstage and organization front of house. 10c set.

Above pamphlets and leaflets are available from the Queen's Printer, Ottawa.

*Creative Dramatics for Children* by Frances Caldwell Durland published by the Antioch Press, 1952, \$1.50. How to create plays from familiar life situations and literature. A practical manual for leaders with help in rehearsal problems, creative teaching and resource materials.

*The A.B.C.'s of Play Producing* by Howard Bailey, David McKay Co., N.Y., 1955. \$3.50. A handbook of play production for the non-professional.

## FORUMS AND STUDY GROUPS

These provide opportunities for the exploration and exchange of opinions and ideas. Related activities include lectures, panel discussions and debating clubs.

### REFERENCES

*How to Lead Discussions* Leadership Pamphlet #1 Adult Education Association U.S.A. 1955, 60c. This manual contains guides to planning meetings, programme ideas and a selected reading list.

*Handbook of Group Discussions* by Wagner and Arnold, Houghton Mifflin Co. 1950, \$4.75. Contains illustrations and exercises for conducting discussions groups, forums and panel discussions.

## HIKING AND CAMPING

Day camping, trail camping, hikes, canoe trips, mountaineering and hostelling along with organized camping provide a fascinating variety of outdoor activities.

### REFERENCES

Canadian Camping Association—236 Bloor Street West, Toronto.

*Hiking, Camping and Mountaineering* by Roland Geist, 1943, \$3.00. Harper & Bros. N.Y. Planning different kinds of trips, care of equipment, fires, cooking, safety and first aid.

*Day Camping*—National Recreation Association. 50c. Organization, administration and programme for day camps.

*The Junior Book of Camping and Woodcraft* by Bernard S. Mason, A. S. Barnes, 1943. \$3.25. A book designed for young people covering the full scope of campcraft and woodcraft. Illustrated.

## HOBBIES

A hobby is any activity which an individual can pursue by himself at any time. Hobbies can take the form of collections such as records, books, butterflies, or hobbies can be the making of various things such as dressmaking, cooking or any of the arts and crafts. Again, a hobby can be a listening or watching activity such as reading or music. Many of the activities listed in other sections are, in fact, hobbies.

### REFERENCES

*Care and Feeding of Hobby Horses* by E. E. Calkins, Sentinel Books, N.Y. 1934, \$2.50. Suggests a great variety of hobbies and includes a comprehensive bibliography.

*Creative Hobbies* by Harry Zarchy, Alfred Knopf, N.Y. 1953. Instructions for hobbies such as bookbinding, whittling, plastics, shellcraft and many others.

*Leisure League Series*—Sentinel Books, N.Y. A series of inexpensive booklets on a great number of hobbies including photography, tropical fish, gardening, interior decorating and stamp collecting.

Newstands and bookstores provide a wealth of inexpensive magazines which cater to almost every interest of the hobbyist.

## MUSIC

Sing-songs, glee clubs, bands and orchestras, concerts and festivals are all a part of the community music programme.

### REFERENCES

*Recreation Through Music* by Charles Leonhard, A. S. Barnes 1952, \$3.25. Activities are classified as listening, singing and playing activities and the role of the leader clearly defined in each type of programme.



*Community and Assembly Singing* National Recreation Association, 75c. A 64-page guide for conducting community singing.

*Forty Approaches to Informal Singing* National Recreation Association, 35c. Suggestions for making group singing a pleasurable event.

*Starting and Developing a Rhythm Band* 50c and *Starting and Maintaining a Community Orchestra* 35c National Recreation Association.

## NATURE LORE

As varied as nature itself, these activities are often combined with others such as hiking and handicrafts. Bird watching, gardening and insect collecting are typical nature lore activities.

### REFERENCES

*Adventuring in Nature*—National Recreation Association, 1939, \$1.25. A 95-page booklet with suggestions for nature activities of many kinds for all seasons.

*Nature in Recreation* by Marguerite Ickis, A. S. Barnes, 1938, \$1.25.. Shows how to introduce nature into various recreation activities.

*Canadian Nature* monthly magazine published by the Audubon Society of Canada, \$3.00 per year.

## PLAYGROUND ACTIVITIES

While many activities can be adapted for playground use, excellent material has been prepared specifically for this particular field. Leaders on playgrounds will need to use a variety of material when planning daily programmes.

### REFERENCES

*Games* by Jessie H. Bancroft, MacMillan Co., N.Y., 1937. Lists of games according to age groups. All types of games are discussed and the rules given \$6.00.

*The Playground Summer Notebook*—National Recreation Association. Published annually at \$2.50. A guide for the whole season, pre-season planning, programmes, publicity and evaluation.

## SOCIAL ACTIVITIES

The main purpose of social activities, indoors or outdoors, such as parties and picnics is to enjoy the company of others and have fun together.

### REFERENCES

*The Picnic Book* by Clark L. Frederickson, A. S. Barnes, 1942, \$1.25. This book contains suggestions for planning, organization and programme as well as food, its preparation, fires and fire-places.

*Games for Grownups* by Kohl and Young, A. A. Wyn Inc., N.Y., 1951, \$3.00 A large collection of many kinds of games both active and quiet which take from 15 minutes to an entire evening to play.

*Social Games for Recreation* by Mason and Mitchell, A. S. Barnes, 1935, \$4.75. Directions for games suitable for a wide variety of social settings such as dances, picnics, and parties.

*The Fun Encyclopedia* by E. O. Harbin, Abingdon-Cokesbury Press, N.Y., 1940, \$2.75. Over 1,000 pages of games, sports, musical games, general and seasonal parties A very comprehensive reference book.

*Party Booklet Series*—National Recreation Association, 50c each.

*Let's Plan a Party*

*Parties for Special Days of the Year*

## SPORTS AND GAMES

There is no lack of resource material for the leader in sports and games whether he seeks information and help in highly organized sports such as football and hockey, or simple group games such as marbles and hopscotch.

### REFERENCES

National Sports Governing Bodies—Addresses of the secretaries are listed annually in the Canadian Almanac.

*Active Games and Contests* by Mason and Mitchell, A. S. Barnes & Co., N.Y., 1935, \$4.75. Games are classified as to age groups and types of facilities. Includes many leadup games to major sports Rules for approximately 700 games.

*Games for Quiet Hours and Small Spaces*—National Recreation Association, 1938, 50c. Tricks, riddles and puzzles, games for two and for large groups, games in play while travelling by automobiles.

*Sports for Recreation* by E. D. Mitchell, A. S. Barnes & Co., N.Y., 1936, \$6.00. Contains the rules, coaching techniques and description of equipment and facilities for more than 40 sports

*Play by Play*—A book of games by Stanley T. Spicer, Ryerson Press, 1955, \$5.00. This book contains dozens of ideas for active and quiet games. Competitive sports and track and field activities.

## COMMUNITY SERVICE ACTIVITIES

Recreation is often thought of as something we do for our own pleasure and satisfaction. Probably no satisfaction or pleasure equals that derived from service to others and to our community. Much has been said about enjoying the privileges and accepting the responsibilities of citizenship in a free society. The recreation leader has a unique opportunity to teach these principles and any recreation programme which does not include some type of community service fails to achieve one of the basic aims of recreation.

These activities should not be imposed by the leader and performed by the group in a spirit of grim duty. Neither should service projects be carried out with patronizing superiority for those "less fortunate".

We take for granted that we must look after ourselves. It should be just as natural to feel that we must look after our own community, and our community consists not only of its physical properties but the people who live in it.

People of all ages can be led quite easily from the attitude "this building is a mess, why don't 'they' fix it up for us" to the attitude "this is our own building, let's fix it up" and so projects of landscaping painting or raising money for new equipment are launched and successfully completed.

Projects, consisting of giving money, food, clothing, etc. to needy people are familiar to all and are indeed "worthy causes". Perhaps even more worthwhile for both the giver and receiver are projects



where that which is donated is something of ourselves, our skills, our service and our time. An example of this is to be found in one community where a group of teenagers formed a "Hi Neighbour" club. Each of the young people "adopted" a grandmother or grandfather from among the town's older citizens. On one appointed day each week, the teenagers visit these people and do miscellaneous chores which for the young people are simple but for the older people pose worrying problems. These chores include such things as taking out the garbage, mailing a letter, or picking up a few groceries from the corner store.

If your group is not already engaged in service activities, study your community, discover a need and find a project which will both fill that need and in addition help each member discover the joy of serving his community.

# WHO'S WHO TO HELP YOU

## ADDRESSES OF PUBLISHERS AND CANADIAN DISTRIBUTORS

Adult Education Association of the  
U.S.A.

743 N. Wabash Avenue, Chicago  
11, Illinois.

Athletic Institute, The  
209 S. State Street, Chicago 4,  
Illinois.

Association Press, N.Y.

(Canadian Agent)

G R. Welch Co.,  
1149 King Street W.,  
Toronto.

Antioch Press  
Yellow Springs, Ohio.

Audubon Society of Canada  
181 Jarvis Street, Toronto.

(Canadian Agent)

Barnes, A. S. and Co., N.Y.

The Copp Clark Co. Ltd.,  
495 Wellington Street W.,  
Toronto.

Clarke, Irwin & Co. Ltd.,  
103 St. Clair Avenue W., Toronto 5.

Dawson, W. Subscription Co. Ltd.,  
587 Mt. Pleasant Rd., Toronto.

(Canadian Agent)

Harpers & Brothers, N.Y.

Musson Book Co. Ltd.,  
103 Vanderhoof Avenue,  
Toronto.

(Canadian Agent)

Houghton Mifflin & Co.

Thomas Allen,  
266 King St. W., Toronto.

Knopf, Alfred A. Inc.,  
25 Hollinger Rd., Toronto.

(Canadian Agent)

MacMillan Co., N.Y.

MacMillan Co.,  
70 Bond Street, Toronto.

(Canadian Agent)

McKay, David Co., N.Y.

Musson Book Co. Ltd.,  
103 Vanderhoof Avenue,  
Toronto.

National Recreation Association  
8 West 8th Street, New York 11,  
N.Y.

(Canadian Agent)

Prentice-Hall, N.Y.

Ryerson Press,  
299 Queen St. W., Toronto.

Sentinel Books—Thomas Nelson &  
Son,  
91 Wellington St. W., Toronto.

(Canadian Agent)

Woman's Press

William Morrow and Co.,  
George B. McLeod,  
73 Bathurst St., Toronto.

Wyn, A. A. Co., Inc., N.Y.

(Canadian Agent)

Youth Service Inc.,  
Putnam Valley, N.Y.

Copp Clark Co. Ltd.,  
517 Wellington St.,  
Toronto.



## NOTES





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